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ABSTRACT

This document consists of two case studies of adult education in Argentina: (1) Adult Education--Governmental and Nongovernmental Action in Latin America and (2) Education and the Elderly Population in Argentina. Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. The first study compares illiteracy in 21 Latin American countries, describes illiteracy in Argentina, and argues that Latin American illiteracy cannot be eliminated as though it were a technical problem but requires a different pattern of economic development that is more solid and more just. The second paper describes the elderly of Argentina and their education levels; asks why there are so few programs, why only about one percent of elderly people have access to educational opportunities, what types of programs appeal to senior citizens, and what is the likelihood of such educational programs being expanded; analyzes a few education programs for the elderly; and offers conclusions. (The conclusions are that, given the lack of specific programs for the elderly, other programs appear to be good alternative examples; programs specifically for the elderly must integrate learning activities with entertainment and artistic and creative activities; the programs should be held during the day and should provide for socialization among the elderly; and the elderly will be willing to attend programs that meet their needs.) A bibliography that consists of 28 Spanish references concludes the document. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CM)

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ED311159

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: ARGENTINA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
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*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
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29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
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41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
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2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
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2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
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29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
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41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
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2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
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13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
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29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

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2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Adult Education in Latin America

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). N. Overview (Literacy)

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide (Latin America)

7. Year(s) covered by the case description 1980-88

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INTERNATIONAL CONFERENCE
ON GOVERNMENT ROLES IN ADULT EDUCATION
Sydney - Kiama - Camberra - Bowral
AUSTRALIA - 2-11 November 1988

ADULT EDUCATION: GOVERNMENTAL AND NO-GOVERNMENTAL ACTION IN LATIN AMERICA

ISABEL HERNANDEZ (*)

Buenos Aires -Argentina-, Oct.1988.

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Comparing Latin American countries with the USA or with European nations, it is obvious that our region laggs behind in economic development. There are some countries of intermediate degree of development -such as Argentina, Brazil or Mexico-, but the vast majority of the population lives an extremely poor life.

Turnning specifically to the field of Education and, in spite of the fact that recent estimations provide a more optimistic view (Table: 1), more reliable figures indicate that 20.3 % of the population older than 15 years continued to be illiterate in 1980. While Uruguay and Argentina exhibit rate of illiteracy lower that 8 %, in countries such as Mexico or Brazil one quarter or even one third of the adult population was illiterate (25.8% y 33.6% respectively). On the other hand, countries such Guatemala o Haití present a worse case with over half or even three quarters of the adu population unable to read and write (53.8 % and 75.3% respectively).(1)

Considering now the case of Argentina, where in the 1960's the illiterated population 15 years old or more constituted just 8.7 % countrywise and such rate fell to 7% in the 1970's while in the80's the 'uninstructed population'according to the censur was just 5 % , it is possible to uncover startling contrasts. As Table: 2 indicates the rate of illiteracy is higher among women and senior citizens.

The quality of the instruction provided by the formal educational system in many regions of the country,as well as the quantity of such services,further deteriorate the situation of low income and marginal groups. Thus, while illiteracy is almost unexistent in the capital city of Buenos Aires, one of every other six persons does not know how to read or write in the Province of Chaco, one of the poorest in the coun try (2).

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(1) OREALC - UNESCO: Dimensiones cuantitativas del analfabetismo en América Latina y el Caribe, Santiago, Chile, 1981.

(2) POPULATION CENSUS OF 1980. INDEC: National Bureau of Census, Buenos Aires, 1981-1982.

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Table 1: ILLITERACY IN LATIN AMERICA , 1985 (*)

COUNTRY / PAYS / PAIS	ESTIMATE MADE / ESTIMACION PREPARADA: FOR YEAR / POUR L'ANNEE / POR EL AÑO	BY / PAR / POR	DEGREE OF RELIABILITY / DEGRE DE FIABILITE / GRADO DE FIABILIDAD	AGE GROUP / GROUPE D'AGE / GRUPO DE EDAD	ILLITERATE POPULATION / POPULATION ANALPHABETE / POBLACION ANALFABETA: TOTAL (000)	MALE: MASCULINE / MASCULINA (000)	FEMALE: FEMININE / FEMENINA (000)	PERCENTAGE OF ILLITERATES / POURCENTAGE D ANALPHABETES / PORCENTAJE DE ANALFABETOS: TOTAL %	MALE: MASCULIN / MASCULINO %	FEMALE: FEMININ / FEMENINO %
					(1)	(2)	(3)	(4)	(5)	(6)
CHILE	1983	MEMBER STATE		15+			...	5.6	...	...
COLOMBIA	1985	UNESCO	(A)	15+	2 149	984	1 165	11.9	10.9	12.9
ECUADOR	1985	UNESCO	(A)	15+	923	392	531	17.6	15.0	20.2
GUYANA	1985	UNESCO	(B)	15+	25	9	46	4.1	3.0	5.2
PARAGUAY	1985	UNESCO	(A)	15+	253	94	159	11.8	8.8	14.8
PERU	1985	UNESCO	(A)	15+	1 800	506	1 294	15.2	8.5	21.8
SURINAME	1985	MEMBER STATE		15+			..	10.0	10.0	10.0
VENEZUELA	1985	UNESCO	(A)	15+	1 416	623	793	13.1	11.6	14.5
COSTA RICA	1985	UNESCO	(B)	15+	103	49	55	6.4	6.9	6.8
DOMINICAN REP	1985	UNESCO	(A)	15+	893	441	452	22.7	22.1	23.2
EL SALVADOR	1985	UNESCO	(B)	15+	858	383	475	27.9	25.0	30.7
GUATEMALA	1985	UNESCO	(B)	15+	2 154	904	1 250	45.0	37.4	52.9
HAITI	1985	UNESCO	(A)	15+	2 318	1 080	1 238	62.4	59.9	64.7
HONDURAS	1985	MEMBER STATE		15+	..	..	..	40.5	39.3	41.6
MEXICO	1985	MEMBER STATE		15+	4 400	1 700	2 700	9.7	7.7	11.7
NICARAGUA	1980	MEMBER STATE		10+	186	...	...	13.0	...	...
PANAMA	1985	MEMBER STATE		15+	..	..	..	11.8	11.0	12.3
TRINIDAD	1985	UNESCO	(A)	15+	35	12	22	3.9	2.7	5.2
ARGENTINA	1985	UNESCO	(A)	15+	934	406	528	4.5	4.0	5.0
BOLIVIA	1985	UNESCO	(B)	15+	925	282	643	25.8	16.2	34.9
BRAZIL	1985	UNESCO	(A)	15+	19 085	9 047	10 038	22.3	21.0	23.5

(*) SOURCE : 1985 Year Book - UNESCO, Santillana, Spain , 1987.

The case of Argentina - clearly the one that less difficulties exhibits throughout the Latin American region (3) - highlights the multiple dimensions of a complex problem we have so far been unable to resolve.

The reason for such failure is probably to be found in the nature of the theoretical paradigms that have oriented our educational policy which has not adecuately incorporated the complexities of our regional reality. The rationale of our present situation is that of contradiction and conflict and such features have not been properly accounted for by public action in the field of education. Social change is not an occasional feature of our world but a central and unavoidable element of it, as it is evident in the major transformations most countries in the region have undergone during the course of the last few decades.

This being so it is apparent that educational practices - as much as any other social practice which takes place in such world of turmoil - can not fail to reflect such state of contradiction and conflict. It seems to us that this is precisely the core of the problem and certainly the big challenge for everybody - educators and researchers - envolved both in the theory and practice of education. It is no longer possible to limit ourselves to partial analisis. Rather, social variables in a more global and comprehensive picture have to be taken into account. It just doesn't do to teach to read and write. To day it is necessary to teach to read the surrounding social reality in order for the student to be able to write its own history of social organization and political action.

As a consequence of the above, exploring nowadays educational problems necessarily means proceeding along a complex route. It is no longer enough to speak about failure and crisis but it is also necessary to incorporate the social micro and macro reality. Quite correctly, Max Neff has recently defined our present whereabouts as 'the crisis of utopia' suggesting that we are now loosing - if we have not altogether lost it already - our capacity

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(3) If we are to judge on the basis of readily available conventional social indicators, such as income per capita, consumption levels, nutritional or educational standards, etc., Argentina would easily qualify as a country of intermediate degree of development, well above the average of the Latin American region. On the other hand, if we look at some other more estructural and qualitative variables, such as the recurrent instability of political life and institutions, or our controverted cultural identity, we end up with a different perspective, that of a country with yet unclear posibilities for an autonomous socioeconomic development, much as any other Latin American or third world country. Argentina constitutes an atypical case in Latin America.

Table : 2 - ARGENTINA

- Illiterate Population 15 years or more, classifild by sex and age groups
National Census, 1980.

Province	Illiterate Population													
	SEX			Age Groups										
	Total	Male	Female	15 a 19 years	20 a 24 "	25 a 29 "	30 a 34 "	35 a 39 "	40 a 44 "	45 a 49 "	50 a 54 "	55 a 59 "	60 a 64 "	65 y + "
REP. ARGENTINA	1.184.964	543.174	641.790	70.135	72.197	83.473	93.199	90.098	87.116	88.451	96.896	98.384	93.436	311.579
Capital Federal	35.145	10.408	24.737	1.243	1.437	1.107	1.428	1.309	1.080	1.491	2.118	2.871	2.234	19.427
Buenos Aires	312.351	141.590	169.761	15.229	15.061	18.431	22.930	22.797	21.901	22.571	25.523	25.840	24.509	97.559
Gran Buenos Aires	183.549	72.739	110.810	7.263	9.213	11.542	14.102	14.451	13.490	14.112	15.324	15.305	13.537	55.910
Demás partidos	128.802	68.851	59.951	7.966	5.848	6.889	8.828	8.346	8.411	8.459	10.199	10.535	10.972	42.349
Catamarca	11.059	5.133	5.926	749	736	745	855	892	729	752	875	877	905	2.344
Córdoba	94.972	46.738	48.234	4.636	4.783	5.596	6.600	6.356	6.165	6.984	7.953	9.540	9.016	27.323
Corrientes	65.820	31.050	34.770	5.233	4.551	5.216	5.472	5.324	5.286	5.033	5.529	5.183	4.717	14.255
Chaco	75.151	33.917	41.244	7.568	7.286	7.859	7.223	6.466	6.576	5.932	5.929	5.126	4.353	10.843
Chubut	13.827	6.548	7.279	896	962	1.148	1.339	1.289	1.230	1.146	1.271	1.156	1.010	2.378
Entre Ríos	50.645	26.744	23.901	2.984	2.697	3.151	3.583	3.345	3.224	3.022	4.034	4.402	4.908	15.295
Formosa	23.871	9.954	13.927	1.551	1.759	2.038	2.157	2.151	2.109	2.060	2.109	1.879	1.751	4.317
Jujuy	32.325	9.882	22.443	870	1.342	1.945	2.499	3.015	3.096	3.583	3.557	3.210	2.878	6.330
La Pampa	9.756	5.273	4.523	483	495	634	745	625	608	673	807	895	912	2.919
La Rioja	7.134	3.678	3.456	517	425	476	499	461	493	465	557	643	601	1.996
Mendoza	63.291	30.606	32.685	3.206	3.460	4.383	4.915	4.995	4.714	5.198	5.584	6.368	5.930	14.538
Misiones	45.330	19.870	25.460	3.827	4.063	4.434	4.472	4.303	4.207	3.748	3.476	3.200	2.705	6.895
Neuquén	15.562	7.320	8.242	1.289	1.228	1.480	1.622	1.576	1.392	1.244	1.208	1.153	1.005	2.365
Río Negro	24.917	11.925	12.992	1.594	1.649	1.954	2.326	2.377	2.242	2.025	2.326	2.117	1.957	4.350
Salta	49.488	19.738	29.750	2.973	3.285	3.804	4.233	4.414	4.414	4.520	4.486	4.004	3.914	9.431
San Juan	23.425	12.015	11.410	1.080	1.342	1.461	1.812	1.716	1.822	1.961	1.984	2.339	2.040	5.868
San Luis	12.195	6.935	5.260	839	735	962	1.004	991	906	846	985	1.064	1.078	2.785
Santa Cruz	3.156	1.660	1.496	170	166	183	276	272	319	302	294	310	234	630
Santa Fe	108.239	50.931	57.308	5.759	6.459	7.300	7.996	7.270	7.348	7.038	8.050	8.638	9.128	33.253
Sgo. del Estero	49.768	21.928	27.840	3.654	3.382	3.710	3.905	3.681	3.438	3.604	3.880	3.890	3.719	12.935
Tierra del Fuego	469	279	190	65	34	30	41	39	42	38	34	39	26	81
Tucumán	57.008	29.052	27.956	3.720	4.900	5.426	5.267	4.434	3.775	4.214	4.327	4.232	3.906	12.807

to dream [4], to develop alternative proposals which could adequately account for the fact that the present difficulties go well beyond monetary problems originating in a poor performance of the DC economies and that once rapid growth is ressumed in the industrialized societies our worries would be over.

Clearly our problem is one of development, but of what kind of development are we talking about ?.

On the face of this question many of our conceptual models and of our conventional policy instruments appear as being only partially capable of understanding the complex reality they are supposed to reflect.

Throughout Latin America both reality and theory seem to be telling us that the best process of development we should aim for would be that one that is coherent with the culture and present reality of our people.

More specifically, in our view such development should cater for our basic human needs as well as for the achievement of an increasing degree of economic selfreliance :

> Self-reliance is hereby understood as a process capable of inducing participation in decision making, social creativity, political autonomy, adequate income distribution and tolerance for diversity as far as identity is concerned. Thus understood self-relience constitutes a crucial element in the articulation of human beings with nature and technology, of micro and macro forces, of social planning and individual freedom, of the State and the civilian society. (5)

Proposals of this sort would by themselves be opposed to public policies in which the State acts on the basis of a general and homogeneous rule. Quite on the contrary, they would demand from the State new instruments and institutions, more receptive and, above all, capable of bringing together heterogeneity and social participation.

It is not, however, the purpose of this paper to go in depth into the discussion of proposals of this sort. Our objective has merely been that of placing our comments and opinions concerning the long run persistence of illiteracy in the Latin American region within a framework

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(4) Max Neff, et. al : Desarrollo a Escala humana. Una opcion para el futuro. Development Dialogue - CEPAUR - Fundacion Dag.Hammarskjold,Motola, Sweeden, August 1986. Pag. 10

(5) Max Neff, et.al. Desarrollo..... Op.Cit. pag.57- Also, from the same author : La economi descalza. Edic.Nordan, Montevideo,Uruguay, 1985.

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in which we could begin to overcome the state of despair and frustration which normally appears when no clear cut solutions can be found to long term social problems - such as that of the educational crisis - whcih end up by being cronical.

We are certainly not advancing new recipies. Instead, we are merely pointing out the existenc of other alternative ways of looking into the problem while at the same time suggesting that the illiteracy question in Latin America is not just a problem of how to teach to read and write to certain groups of the propulation - which could therefore be solved as a technical question - but rather that its real solution has to do with another pattern of economic development, more solidary, egalitarian and just.

Beyond the above we also want to point out that illiteracy is by no means a synonim of adult eduction, that even in so deprived escenarios as the ones we have already mentioned as prevailing nowadays in Latin America. Even if to be able to read and write is today a right tha can not be foreclosed to any member of society, it is necessary to admit that also much highe trainning in scientific and technological affaires is today necessary in our countries in ord to be able to substain democracy, development and peace.

Latin American adult educators feel that world peace is a very important subject indeed, but that it is necessary to look at it from the specific perspective of each particular reality. Therefore, we do believe that Popular Education is a very good way through which to begin working for peace. We do think that the objetivies of Popular Education go well beyond the educational process itself. Popular Education tries to answer people general needs and problems. Popular Educators teach and learnt about reality right there where people live their everyday life.

Most people do not really know about problems of world peace but they live in a perpetual state of war against poverty and they need and search for survival all the time and at all levels. For example, for most Latin American people -in particular, the popular sectors- peace would actually mean more respect from their national societies to their political interests and organizations. Hence, Popular Education always has and will have a political intention. It is, by defirition, a political act.

Popular Education searches to solve economic problems, illiteracy, low nutritional or educational standards, etc. of the popular sectors but, even more importantly, it seeks learning about people everyday striffe for social justice.

We are also concious of the fact that our theoretical and methodological framework, coherent with our ideological and political action, should go hand in hand accompanied by advances in terms of methods and techniques. The principles of the Psico-Social method advanced by Paulo Freire (Brazil), and the techniques developed in participatory research by Orlando Fals Borda (Colombia) over two decades ago, have been improved, and further upgraded during the course of multiple Popular Education experiences throughout the continent.

Even if it is true that most of these experiences have been carried out in non-governmental spheres, they are by no means exclusive property of non-governmental agencies. More and more Government groups take up this participatory approach to educational actions and accept to carry out joint efforts with non-governmental institutions. The clear death of the Welfare State determines that responsability over social services is more and more taken over by civilian organizations and agencies. The rapid expansion of non-governmental agencies throughout Latin America is all the more evident, their basi problem being that of how to articulate efectively their action in order to attain the status of an actual social phenomena.

Without avoiding the obviously existing problems underlying the relationship between non-governmental agencies and the State we do think that the existence of common goals should serve the purpose of eliminating some of the major difficulties. The consolidation of social and political democracy is obviously a major objective in common. A democratic State should by definition be based on social justice. In a context such as the Latin American one, overburdened by foreign debts and other such major growth impediments, democracy can not easily be maintained without minimum levels of social justice. Adult Education, and even more particularly Popular Education is bound to fulfill a crucial role as an agent for democratization. More than at any previous time we need now that Adult Education should play a major part in the poorest sections of our societies allowing people to attain individual freedom within societies which could provide such precious commodity to the large majority of the masses.

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2. Check whether this case is based on

( ) an actual program

(x) a composite based on general familiarity with such programs Overview

3. Write a brief title or name of this program to use to refer to it

Education and Elders

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). L. Disadvantaged

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

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C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1984

EDUCATION AND THE ELDERLY POPULATION IN ARGENTINA

Isabel Hernandez
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Argentina is one of the very few Latin American countries in which the aging of the population is already becoming a matter of major social importance. Already over 11% of the population are in the over 60 age group and the rate of growth of the elderly group is still accelerating. Taking the whole of the present century into account we notice that the overall population has been multiplied by seven while the elderly group went up by a factor of twenty. This rapid expansion of the elderly group becomes even more prominent in the country's major cities. In Buenos Aires, 20.4% of the population belongs in this category.

The gradual aging of the domestic population obviously affects every other group in the community, and influences almost every activity taking place in the society but the situation has not yet attracted general social recognition. Education is by no means an exception in this respect. This paper aims to show that present day Argentina exhibits the rather contradictory picture of being a country with a high standard and quality of life while simultaneously being hindered by an almost complete incapacity for adequately responding to the needs for education of the elderly of its population. Well over 50% of the Argentinians 60 years old or more are illiterate or semi-illiterate; they did not complete primary school (39.8%) or never attended one (12.4%). In the face of such reality, the available information shows that only 1.1% of the elderly group periodically attends some sort of educational program.

In spite of a few scattered programs and some excellent experimental efforts, it is obvious that our formal and nonformal educational system is not paying attention to the elderly in the population. It is potentially even more serious that at no level of the educational sector do the educational requirements of the elderly population receive attention in the designing of educational proposals concerned with education in other stages of life. In other words, people are being educated with a view to their present, on the basis of a social image that does not incorporate the notion of aging through time, because society finds it rather difficult to accept the mere notion of aging. This is primarily because we fear incorporating into our conceptual framework a stage of life that we basically do not as yet understand.

If we are to judge on the basis of readily available conventional social indicators, such as income per capita, consumption levels, nutritional or educational standards, etc., Argentina would easily qualify as a

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country of intermediate degree of development, well above the average of the Latin American region (CEPAL, 1978; Wolfe, 1974; Filgueira, 1978).

On the other hand, if we look at some other more structural and qualitative variables, such as the recurrent instability of political life and institutions, or our controverted cultural identity, we end up with a different perspective, that of a country with yet unclear possibilities for an autonomous socioeconomic development, much as any other Latin American or third world country.

Argentina constitutes an atypical case. Its high quality of life and the rather long life expectancy of its inhabitants account for the fact that a high proportion of the population presently appears located in the elderly bracket of the distribution, among the group 60 years or older. On the other hand, and in spite of the fact that Argentina exhibits one of the highest rates of literacy and schooling in the Latin American region, its low performance in terms of educational care for the elderly of its population indicates an almost complete inability to respond satisfactorily to a subject which is very rapidly acquiring major social significance.

In other words, the age distribution of the population and the relative weight of the elderly groups puts us close to the situation of more mature industrial societies whereas the almost complete lack of public care for the elderly brings us together with much poorer countries.

THE ELDERLY AND SCHOOLING

About one century ago the group of Argentinians 60 years old or more only constituted 3.6% of the population. It is interesting to observe the evolution of this indicator through time: the National Population Census of 1914 shows a total population which was just about one third of the present population while the elderly groups were about nine times smaller than today. (They were 317,087, or 4% of the country's total population, while today they constitute 2,743,498, that is, 11.5% of the total.) In other words: while the country's total population has been multiplied by three the elderly bracket has been multiplied by nine.

If we take 7% of senior citizens as the threshold from which to start considering a given population as relatively old, we would conclude that from 1947 onward Argentina has had the population structure of an old society. The steady trend into this category has proceeded further after that date. The overall pattern becomes even more dramatic in large cities in which various demographic factors

TABLE 1 Argentina: Total Population and Elderly Group

Census year	Total population	Elderly group age 60+	Percent age 60+
1869	1,743,352	63,556	3.6
1895	3,954,911	140,921	3.5
1914	7,885,237	317,087	4.0
1947	15,893,827	1,038,648	6.5
1960	20,010,539	1,784,176	8.9
1970	23,390,050	2,522,220	10.8
1980	23,925,239[a]	2,743,498	11.5

Source: National Bureau of Statistics. Different national censuses.

[a]For the Province of Buenos Aires the available figures only include districts peripheral to the capital city but exclude the remaining districts in the province. The relevant figure is not yet available from official sources. We do know, however, that the total population for the province is 10,796,036 in 1980, but this figure has not as yet been broken down by age distribution. For this reason the total population quoted for 1980 is in fact lower than the real one (27,878,074). This means that in actual fact the elderly bracket of the population is here underestimated. We believe, however, that the relative weight of the elderly group has not changed significantly. In support of this hypothesis we notice that the relative weight of the senior population in the 1970 census is just about the same exhibited today by the peripheral districts of Buenos Aires Province, for which we do have information from the last population census (10.8%).

such as the fertility and mortality rates, migration, and so on, account for an even stronger weight of the senior population. In the capital city, for example, 20.4% of the population belongs in the group over 60 years (595,966 people), which is obviously well above the average for the country.

In contrast with such experience, more isolated and less urbanized and developed provinces exhibit rates much below the national average, more in the region of 5 to 7%. Comparing the 1970 with the 1980 census we notice that while in the provinces the relative weight of the elderly population went up by about 1%, in the capital city itself the relative weight increased by 3%.

Let us now relate the previously examined demographic pattern to information concerning the educational attainments of the domestic population. A first startling finding indicates that according to UNESCO definitions as much as 52.2% of the elderly citizens are illiterate or semi-illiterate, 39.8% did not finish primary school, and 12.5% never even attended one (UNESCO, 1976). About one third of the senior citizens (32.2%) completed primary school, about 11.6% attended secondary or intermediate school, though only half of them finished such schooling, and only about 2.9% entered uni-

TABLE 2 Argentina: Total Population and Elderly Groups Distributed by Province, 1980

Province	Total population	Elderly group age 60+	Percent age 60+ in 1978	Percent age 60+ in 1970
Catamarca	207,717	20,247	9.7	9.5
Jujuy	410,008	24,707	6.0	5.6
La Rioja	164,217	15,098	9.2	9.0
Salta	662,870	45,888	6.9	6.1
Santiago del Estero	594,920	57,573	9.7	8.9
Tucumán	972,655	82,939	8.5	8.2
Corrientes	661,454	60,784	9.2	8.3
Chaco	701,392	48,749	6.9	7.0
Formosa	295,887	18,755	6.3	4.8
Misiones	588,977	36,575	6.2	5.9
Mendoza	1,196,228	115,780	9.7	8.0
San Juan	465,976	39,114	8.4	7.7
San Luis	214,416	23,853	11.1	8.9
La Pampa	208,260	24,287	11.7	9.8
Neuquén	243,850	12,582	5.2	5.1
Rio Negro	383,354	26,418	6.9	6.5
Chubut	263,116	17,170	6.5	6.1
San Cruz	114,941	6,198	5.4	5.4
Tierra del Fuego	27,358	938	3.4	3.8
Córdoba	2,407,754	288,175	11.9	10.2
Entre Rios	908,313	105,950	11.7	10.5
Santa Fe	2,465,546	337,501	13.7	12.2
Partidos del Gran Bs. As.	6,843,201	738,351	10.8	10.8
Capital Federal	2,922,829	595,966	20.4	17.7
Total country[a]	23,925,239	2,743,498	11.5	10.8

Source: National Bureau of Statistics. Population and Household Census. Series B, Buenos Aires, 1982.

[a]See reference note in Table 1.

versities, or other equivalent educational institutions. This information is shown in Table 3.

Examining further the data contained in Table 3 we notice that the poorest provinces which, as we have already pointed out are those in which the proportion of senior citizens is relatively less, exhibit rather high rates of illiteracy or semi-illiteracy: Chaco 79.2%, Formosa 78.8%, Jujuy 76.5%, Santiago del Estero 74.6%, Corrientes

TABLE 3 Argentina: Elderly Population Classified by Province and Educational Attainments, 1980

Province	Population 60 years and more		Attends regularly		Never attended		Does not attend but did—Educational level attained											
							Primary				Secondary				University			
	Number	%	Number	%	Number	%	Incomplete	%	Complete	%	Incomplete	%	Complete	%	Incomplete	%	Complete	%
Catamarca	20,247	100.0	509	2.5	2,808	13.9	10,686	52.8	3,957	19.5	679	3.4	1,339	6.6	46	0.2	223	1.1
Jujuy	24,707	100.0	568	2.3	3,008	32.4	10,880	44.1	3,242	13.1	727	2.9	950	3.8	65	0.3	269	1.1
La Rioja	15,098	100.0	351	2.3	2,131	14.1	8,203	54.3	2,718	18.0	480	3.2	1,010	6.7	39	0.3	166	1.1
Salta	45,888	100.0	903	1.9	11,847	25.8	20,410	44.5	7,849	17.1	1,839	4.0	2,236	4.9	176	0.4	628	1.4
Sgo. del Estero	57,573	100.0	1,887	3.3	13,271	23.0	29,708	51.6	7,495	13.0	1,551	2.7	3,026	5.3	113	0.2	522	0.9
Tucumán	82,839	100.0	2,310	2.8	11,850	14.3	40,378	48.7	17,738	21.4	3,938	4.8	4,799	5.8	456	0.5	1,370	1.7
Corrientes	60,784	100.0	1,316	2.2	15,818	26.0	29,408	48.4	8,766	14.4	1,431	2.3	3,267	5.4	139	0.2	839	1.1
Chaco	48,749	100.0	782	1.6	14,102	28.9	24,500	50.3	6,731	13.8	983	2.0	1,238	2.5	79	0.2	334	0.7
Formosa	18,755	100.0	375	2.0	5,305	28.3	9,474	50.5	2,582	13.8	435	2.3	435	2.3	32	0.2	119	0.6
Misiones	36,575	100.0	750	2.1	8,238	22.5	18,363	50.2	6,291	17.2	1,001	2.7	1,439	3.9	92	0.3	401	1.1
Mendoza	115,780	100.0	1,357	1.2	17,104	14.8	56,046	48.4	27,730	24.0	5,403	4.6	5,458	4.7	494	0.4	2,188	1.9
San Juan	39,114	100.0	400	1.0	6,032	15.4	18,811	48.1	9,583	24.5	1,515	3.9	2,073	5.3	120	0.3	580	1.5
San Luis	23,853	100.0	620	2.6	2,993	12.5	12,438	52.1	4,726	19.8	889	3.7	1,775	7.4	84	0.4	328	1.4
La Pampa	24,287	100.0	411	1.7	4,943	20.4	12,904	53.1	4,910	20.2	365	1.5	575	2.4	23	0.1	156	0.6
Neuquén	12,582	100.0	306	2.4	3,349	26.6	5,393	42.9	2,420	19.2	395	3.2	507	4.0	57	0.4	155	1.2
Rio Negro	26,418	100.0	666	2.5	6,649	25.2	11,325	42.9	5,531	20.9	799	3.0	1,004	3.8	105	0.4	339	1.3
Chubut	17,170	100.0	353	2.0	3,719	21.7	7,223	42.1	4,510	26.3	560	3.3	583	3.3	48	0.3	174	1.0
Santa Cruz	6,198	100.0	150	2.4	981	15.9	3,009	48.5	1,500	24.2	299	4.8	183	3.0	14	0.2	62	1.0
Tierra del Fuego	938	100.0	15	1.6	102	10.9	404	43.0	270	28.8	62	6.6	62	6.6	1	0.1	22	2.4
Córdoba	288,175	100.0	2,981	1.0	39,049	13.6	147,915	51.3	64,773	22.5	12,506	4.3	14,016	4.9	1,304	0.4	5,631	2.0
Entre Rios	105,950	100.0	922	0.9	16,939	15.9	58,136	54.9	20,400	19.3	2,900	2.7	4,828	4.6	248	0.2	1,577	1.5
Santa Fe	337,501	100.0	2,772	0.8	43,033	12.8	159,390	47.2	97,200	28.8	13,064	3.9	15,545	4.6	1,098	0.3	5,399	1.6
Partidos del Gran Bs. As.	738,351	100.0	6,359	0.9	74,115	10.0	276,567	37.5	294,248	39.8	35,175	4.8	37,681	5.1	3,512	0.5	10,694	1.4
Capital Fed.	595,966	100.0	3,584	0.6	26,015	4.8	121,196	20.3	278,280	46.7	54,094	9.1	74,162	12.4	8,087	1.4	30,568	5.1
Total country[a]	2,745,498	100.0	30,647	1.1	338,397	12.4	1,092,767	39.8	883,450	32.2	141,090	5.1	178,191	6.5	16,412	0.6	62,544	2.3

Source: National Bureau of Statistics, Population and Household Census, 1980.

[a]See Reference note in Table 1.

74.4%, La Pampa 73.5%, Misiones 72.7%, Entre Rios 70.8%, and Salta 70.3%. In all these provinces about three quarters of the senior population never attended primary school, or dropped out before finishing it. In contrast to this pattern, only 47.5% of the senior citizens in greater Buenos Aires and only 24.7% in the capital city belong in this category of low educational achievement.

Confronting the above evidence, which shows that our senior population has a dramatically low level of education, from the last few columns of Table 3 we notice that only about 1.1% of this large group attends continuing educational programs of one sort or another.

A FEW QUESTIONS

It is by now clear that one of the features of Argentina's senior population is its rather low level of education (Oddone et al., 1979; Hernandez, 1982). Given the noticeable lack of attention from the part of the public sector this feature opens up the following important questions:

1. Assuming that the low educational level of the senior population constitutes a known "fact" for public authorities, how can we explain the almost complete lack of programs proposing alternative forms of dealing with the problem? (It goes without saying that such programs could become a key factor for social participation given the expected benefits of a wider distribution of different forms of written culture.)
2. Why is it that only about 1% of the elderly population has access to educational opportunities of one sort or another?
3. What types of programs attract attention from the nearly 30,700 senior citizens? Which institutions, organizations, etc., offer such programs? Are they specially designed for senior citizens or do they belong to the broad spectrum of formal and nonformal education generally available?
4. What is the likelihood of such educational programs being expanded in order to attain a wider impact within the society? Or, in other words, what are the real possibilities of expanding the rather low percentage of elderly citizens which regularly attend educational programs?

In principle, we know that some answers have been tried for the above mentioned questions. There are various administrative offices of the Federal Government which try to deal with these problems;

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on the one hand, there is the Ministry of Education, although it has nothing in the form of a broad program specifically addressing the elderly groups in the population, and on the other hand there are the various Secretariats and Public Institutes of the Ministry of Social Affairs that deal with problems of the senior population, such as the Undersecretary of Social Security, the National Institute for Social Services for Pension Holders (INSSJP), Program for Comprehensive Medical Assistance (PAMI), and the Undersecretary for Minors and the Family (Rocchi, Paola, & Sanz, 1981; Aragon et al., 1981; M.A.S., 1982).

Each of these institutions deals with problems of the senior population but without much coordination of policy among them, since each one of these agencies operates from a different perspective: for example social security, health provision, homes for the elderly, recreation, and social participation. Although in absolute numbers these agencies deal with a rather large group of people, they are very far from providing adequate coverage of the relevant population. Based on information from informal interviews with representatives of these institutions, it is evident that none of these programs are intended to deal specifically with educational problems. The reasons explaining this lack of attention are various, from lack of resources to the explicit assignment of low priority to educational matters. And yet there are no clearly defined reasons given for such policy decisions.

In the face of such evidence we must conclude that those senior citizens who form the 1.1% of the elderly population which attends educational programs of some sort do so by participating in educational offerings of a general nature, which are not specifically designed for elderly people, at the primary, secondary, or university level or alternatively, by attending the various different institutions which offer nonformal education and training in different disciplines, such as the arts, vocations, and community development.

This low participation ratio can obviously bear two different explanations: on the one hand, there is the limited provision of educational programs presented to the community of senior citizens and, on the other, there is lack of motivation on the part of the potential users. No doubt both such aspects are interrelated, in as much as the lack of educational programs specifically aimed at senior citizens within both the public educational agenda as well as within nonformal education, contributes to the lack of motivation.

Given this state of affairs, the possibility of generating a massive supply of the required educational programs must necessarily take place through a centralized and coordinated official policy which

could integrate and articulate different experiences, making them available to the large majority of elderly people presently excluded from the benefits of participating in a community to whose development they contributed in earlier stages of their life.

ANALYSIS OF A FEW EXPERIENCES

In order to compensate for the rather pessimistic overview given thus far, we would now like to examine some actual experiences in the education of the elderly taking place in present day Argentina.

The cases to be examined are interesting not on account of their impact or their singularity. Instead, we believe they provide significant food for thought about alternative education for the elderly and it is on account of this that we have regarded them as relevant at this point of our exposition. We will only refer to official actions, not because private initiatives by churches, clubs, and so on are not significant, but in order to highlight the responsibilities of the country toward the needs of these people. They relate to urban experiences, in particular quarters of the city of Buenos Aires: Barracas, San Telmo, and La Boca. The geographical limits among the three are rather blurred, and the population moves freely among the them each day.

It is not by sheer chance that the programs to be examined took place precisely in these quarters of Buenos Aires. The southeastern area, where the quarters are located, is a picturesque and traditional section of the city, inhabited mainly by workers of the docks and the building industry, from lower middle class families. It is a heavily populated area, with a rich community life, a low level of schooling, and rather important expressions of culture and popular organization.

Let us now look at the various cases to be described in this paper. An experimental school for adults, under the name of Manuel Belgrano and sponsored by the National Direction for Adult Education (DINEA) has operated in La Boca since 1971. Most of the schools of this type now belong to the Municipality, or have been linked to the national budget through agreements with other institutions or community entities. This school, because of its experimental character and because it was backed at the beginning by the Centro Multidisciplinario de Educacion de Adultos (CEMUL) of the O.A.S., is one of the few that still belong to the Ministry, with resources and financing from the overall educational budget, which to a certain extent assures its stability and warrants the assistance of the teachers. It is the only official school for adults in the whole of the capital city of Buenos Aires. It operates on a continuous schedule whereas other

courses of this sort are only given on a night schedule making it difficult for elderly people to attend them.

The three primary cycles are covered here on a daily basis (this being the equivalent for the 1st to 7th grade in primary school) plus 18 other courses or seminars dealing with other disciplines, technical, practical, or auxiliary to household maintenace. The courses are the following: first aid, sewing, cooking, decoration, knitting, drawing and pottery, typewriting, Spanish for foreigners, bookkeeping, office administration, english, radiophony, television, photography, shorthand, and folklore. Only people who have finished the 7th grade of primary school can attend these courses. The courses run for one or two years and involve four hours of weekly attendance—the attending group totals 1,175 adults.

A large group of senior citizens regularly attends these seminars. A casual glance at the registration statistics shows that senior members of the population joined these courses according to the following distribution.

Course	Relative participation of people aged 60 years or more
Primary cycle	7.68%
Sewing	10.3%
Folklore	50.0%
Knitting	20.7%
English	15.4%

It is interesting to notice that the numbers attending are larger than those registered, a consequence of the fact that even after graduation some of these elderly people continue to attend thus reflecting some sort of loyalty to the group, and the teacher. Other evidence of this is the fact that this school presents a very low rate of annual attrition, 5% throughout 1982. None of these cases of attrition relate to senior citizens.

From 1979 the school decided to organize an educational cycle specifically addressed to the elderly group, with three courses, a workshop in literature, plastic arts (which lately has become almost exclusively pottery), and choral music (which gave way to the creation of the "Dinea Choir").

Nearly 80 people, all of them senior citizens, take part in these courses, attending the school twice a week. In spite of their obvious lack of individual resources they finance from their pocket all of the expenses involved in the actual running of activities.

It is also important to know that the attending group is drawn not only from the school's neighborhood but also from more distant points in the city. This suggests the need for expanding experiences of this sort.

At the time we visited this school the choral group was rehearsing in preparation of their next performance which was due to take place in an official PAMI facility in nearby Barracas. The group was also preparing to take part in the "Plaza Dorrego" Program about which we shall comment later in this paper.

Let us now turn to the PAMI delegation, District 9, covering Barracas, La Boca, and San Telmo. In the premises of this INSSJP agency we found a cultural and recreational program called "Matinée en el 9" which brings together various different community groups and social disciplines. On a weekly basis, every Friday, the group gets together for lectures and cinema performances followed by public discussions, theater, music, and so on. The membership here is also rather stable, mainly female, with low level formal instruction. The group has developed a theater chapter which has been working together for nearly ten years. They have also developed interest in choral music, periodically attend courses of handicrafts, and organize themselves for tourism, festivals, and so on. Beyond any doubt this group shows strength and self-reliance. We had the opportunity of attending a recent session of "Matinée en el 9" where a member of the INSSJP, a priest from the nearby Catholic Church, and a psychiatrist from the Mental Health Department of PAMI, conducted a public debate on "pensioners." The debate was preceded by three sketches presented by the theater group for which they wrote their own scripts. The participation of the audience was quite significant, with a marked educational and therapeutic content. No doubt the exchanges permitted a fair amount of socialization and sharing of problems which are common to elderly members of the community.

A third and final experience we had the opportunity of visiting while carrying out the present exploratory work is that of the Plaza Dorrego Program, mentioned earlier. This project aims at integrating senior citizens into community life, through weekly public encounters in one of the neighborhood's traditional parks. The idea is that elderly members of the society can share histories of old times, anecdotes, images of popular characters, and their memories concerning life in that particular neighborhood in the past. This activity is expected to attract attendance from children, youngsters, and adults from the same quarter and will no doubt provide further strength to the community's oral history. Simultaneously, other people in the park organize games such as chess, bingo, or dominoes, while yet a

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third group will address itself to such things as theater, music, and pottery.

Senior citizens are expected to come together with their respective families in an effort to strengthen social encounters and active integration into community life. As in the preivous cases, the educational background is clear and the benefits of these recreational-educational activities obviously extend beyond the elderly citizens.

Reflecting now on these three examples, and by way of conclusions, we stress the following:

1. In the face of the lack of specific educational programs for the elderly people which would cater to their actual needs (courses in reading and writing, basic level and secondary level) other alternative teaching and learning experiences appear which, in spite of their crudeness, provide good examples useful in other environments.
2. On the basis of these alternative experiences, we notice that education programs specifically for elderly people must include particular features such as a program design centered in artistic and creative activities, as well as entertainment, integrated with the actual learning courses. The socialization and sharing of subjects and problems of common interest also appears as a widely recognized need of the elderly community. The use of time at this stage in life is rather different from the use during the individual's earlier years. Therefore educational sessions and meetings should take place during the day time, especially in the early afternoon.
3. As far as motivations are concerned for attending specific educational and recreational programs, it seems that the frequently mentioned lack of incentives on the part of the individual may be overcome when the programs offered to them fulfill their expectations and allow them to enrich and develop themselves. In those cases, and even in spite of age, people participate and accept the learning experience in each one of the activities proposed to them.

We conclude this paper by stating that the experiences thus far examined are by no means the only ones within the public sphere, much less in the framework of the overall society. As a matter of fact other important programs in this field are carried out by specific minorities such as the Jewish, German, and Italian, as well as by churches, clubs, and neighborhood associations. However, we thought that by examining a few official cases we could

learn about programs which are feasible and highly enriching for society as a whole.

The likelihood of extending experiences of this sort at the national level using for such purposes the available resources of numerous agencies and institutions could in the long run significantly improve the present situation.

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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
   To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.